DOCUMENT RESUME

ED 456 908 PS 029 750

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TITLE Working for Quality Child Care: Good Child Care Jobs Equals Good Care for Children. Trainer's Guide.
INSTITUTION Center for the Child Care Workforce, Washington, DC.
SPONS AGENCY Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.
ISBN ISBN-1-889956-24-4
PUB DATE 2001-00-00
NOTE 68p.; For the curriculum guide, see ED 453 938.
AVAILABLE FROM Center for the Child Care Workforce, 733 15th Street, N.W., Suite 1037, Washington, DC 20005-2112 (order no. WQCC-T6, $10). Tel: 800-UR-WORTHY (Toll Free); Tel: 202-737-7700; Fax: 202-737-0370; e-mail: ccw@ccw.org; Web site: http://www.ccw.org.
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Child Advocacy; *Child Caregivers; *Compensation (Remuneration); *Day Care; Decision Making; Early Childhood Education; Employment Practices; Family Day Care; Interprofessional Relationship; Labor Relations; Labor Turnover; Leadership Responsibility; Organizational Climate; Parent Caregiver Relationship; *Professional Development; Standards; *Work Environment
IDENTIFIERS *Caregiver Training; *Day Care Quality

ABSTRACT

Noting that the education and training of most early childhood practitioners lack information on child care as an adult work environment, this guide is designed to assist trainers in providing practitioners information about working with the array of adults they encounter on the job, the serious challenges and instabilities in the field, and the importance of advocacy in the field. The guide is designed to be used in conjunction with the book "Working for Quality Child Care" in order to help trainers support and guide both students during their early childhood training and practitioners on the job site. The guide's introduction provides suggestions for trainers, information on setting ground rules or agreements, and on the importance of providing opportunities for participants to share stores and pose questions for discussion. The chapters are: (1) "Working in Child Care Today"; (2) "Working Relationships in Child Care Programs"; (3) "Your Child Care Work Environment"; and (4) "Leadership and Professional Growth: In Your Workplace and Beyond." Each chapter lists goals for students, additional activities, and references and further readings. The guide's six appendices include suggestions for using these activities in college courses, a sample of materials used in community-based training and advocacy efforts, a worksheet for calculating a fair wage for family child care providers, and one for preparing a full cost of care invoice for center-based care. (KB)

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Working for Quality Child Care
TRAINER'S GUIDE

PS 029750

By Dan Bellm
and Peggy Haack

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Working for Quality Child Care
Trainer's Guide

Good Child Care Jobs Equals Good Care for Children

Dan Bellm and Peggy Haack

CENTER FOR THE CHILD CARE WORKFORCE
Washington, DC

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The Center for the Child Care Workforce (CCW) was founded in 1978 as the Child Care Employee Project, and was known as the National Center for the Early Childhood Work Force from 1994 to 1997. CCW is a nonprofit research, education and advocacy organization committed to improving child care quality by improving child care jobs: upgrading the compensation, working conditions and training of child care teachers and family child care providers.

Acknowledgments

Special thanks to Shag Norman, Kathy Raschke, Joan Moran, Carol Gestwicki, and Ophelia Mejia for sharing their wisdom and experience as educators of child care teachers and providers. Our thanks also to the North Carolina Leadership Curriculum Advisory Committee and to CCW Resources and Training Director, Rosemarie Vardell, for helping to shape this trainer's guide.

We would also like to express our grateful appreciation to the Charles Stewart Mott Foundation, and to the David and Lucile Packard Foundation, for their generous support of the work of the Center for the Child Care Workforce.

Printed in the U.S.A. by: Harris Lithographic, Inc.
Book design: Free Range Graphics

ISBN: 1-889956-24-4

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Introduction

Working for Quality Child Care is a complete revision and update of a curriculum first developed by the Center for the Child Care Workforce (then called the Child Care Employee Project) in 1986. Then as now, we saw that something important was missing from the education and training of most early childhood practitioners – whether they were preparing to work, or were already working, in centers or in their own homes. We saw that most available training in our field focuses almost entirely on aspects of working with children – theories of child development, learning activities, best practices for group care, and so on – with little regard for child care as an *adult work environment.*

Obviously, it is fundamental to focus child care training on how to work well with young children. But unfortunately, most child care teachers and providers receive little or no preparation for working with the wide array of *adults* they will encounter on the job – including co-workers, parents, the media, other community groups and businesses, and even political leaders in local, state or national governments. They receive little information about the serious challenges and instabilities that beset our field, including scarce resources, low compensation, and high staff turnover. They learn little about how to look for and select a good place to work, and how to avoid low-quality or exploitive workplaces. Too often, they enter the field uninformed about their rights and responsibilities on the job – or about the possibility of improving their own workplaces, and joining with a wider community to improve child care jobs as a whole.

We believe that being a child care teacher or provider requires more than being an excellent caregiver for young children. It requires well-developed skills for working with co-workers and parents. And more and more, it requires a recognition that advocacy is a central part of our professional responsibility: not only learning what *quality child care* is, and holding forth that vision of excellence in our work, but knowing how to advocate for that vision and make it a reality. We believe that the voices of teachers and providers, who play such a crucial daily role in the lives of children and families, are indispensable in helping to make this fundamentally important work a more sustaining and well-rewarded career for all.

Your role as a trainer and educator

As a trainer of adults who are working in or preparing to work in child care – and as someone who may be actively involved in their field placements – you are probably painfully aware that most child care programs and communities are facing a serious child care staffing crisis. You receive the frantic calls from directors who need staff immediately. You learn about or even visit programs that you know are far less than optimal for children, families or workers. You know the "culture shock" that your students can experience between what they learn in your classroom, and the less-than-ideal, day-to-day realities of far too many child care job experiences.

You may see a pattern in which very few of your students stay in the child care field for long – even if they have real skill and talent for the work – because of economic pressures or other barriers. Perhaps you receive shaky support (or even pressure) from your own college or institution, expressing doubt about the viability and value of your program – or even espousing the view that students ought to be channeled into occupations that offer more of a "future." If you have been active in helping your students advocate for themselves on the job or in the political arena, you may even have received a backlash of criticism at times for "stirring up trouble."

But you have an indispensable inside view of what it is like to work in child care today. You are someone who can offer students a context and a vision for their work – a vision that can serve and inspire them throughout their careers. In fact, most of us who have stayed in the field can remember at least one trainer or educator who made this kind of difference for us at a crucial time in our education. You are not only a trainer, but an agent of change. You have a vital role to play in affecting – and even helping to reverse – our child care staffing crisis.

How to use this book

Working for Quality Child Care, and this Trainers Guide, are designed to help you support and guide your students as they begin their first child care job – or as they face the daily challenges of the job they already have. The books are intended to fit into any early childhood curriculum or course of preparation for teachers and providers – for example, in introductory child care courses, in field placement seminars, in ongoing training for teachers and providers with some work experience, and in mentoring programs. *Working for*

Quality Child Care is directed primarily towards teachers and providers, however, it can be useful to child care administrators who wish to involve staff in the creation of positive changes in the work environment.

Working for Quality Child Care can serve either as a primary course text, or as a supplementary resource for when students raise on-the-job issues of quality and other workplace concerns. The material can help your students as they enter the job market, and even provide a "reality check" about whether this is the right field for them. It can better equip them to face real job situations, offering a bridge between ideal quality and current reality, as well as tools for analyzing and looking critically at their own work experience.

Students will find practical advice here about what to ask and look for when considering a child care workplace – or how to set up a home-based program for children that also works well for the provider as a decent, self-sustaining job. You will find detailed information about the Model Work Standards developed for center-based and family child care programs by the Center for the Child Care Workforce, and other tools for understanding – and working to improve – our child care system.

In this *Trainer's Guide,* you will find background material for each chapter of *Working for Quality Child Care*, including:

- learning goals;
- additional discussion questions and activities, suggested assignments, and ways to reflect on this material;
- resource lists for further reading.

In the appendices, you will find some suggestions for using *Working for Quality Child Care* in both college courses, and in community-based trainings and other advocacy efforts. We also urge you and your students to keep up-to-date on child care workforce issues, including the latest policy developments and research data, by visiting the Center for the Child Care Workforce web site at www.ccw.org – and by joining CCW's Worthy Wage Network, which ensures that you will receive our newsletter and action alerts.

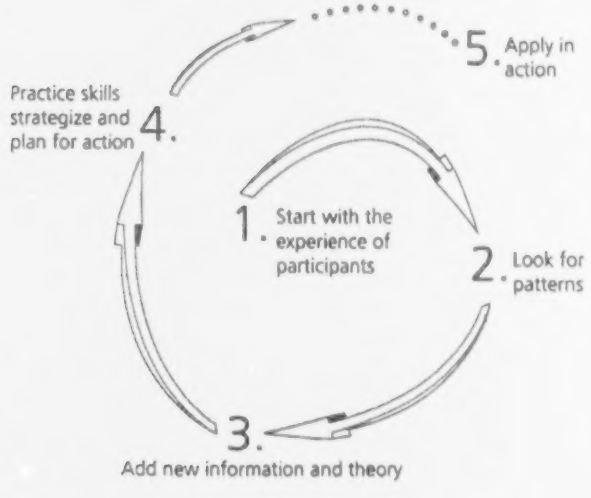
Notes on facilitation

Because *Working for Quality Child Care* raises sometimes sensitive and even personal issues about students' workplaces and on-the-job challenges – and because it encourages students to think critically, and

to begin thinking of themselves as leaders and advocates – working with this material may be somewhat different from other kinds of training that are based primarily on a simple exchange of information. It can be training that is much more focused on change and empowerment – a process that recognizes and validates the skills and experiences that students already bring to the discussion. As a result, it can require a somewhat different set of teaching and facilitation skills.

One way of viewing this process is the "spiral model" set forth in the book *Educating for a Change* (Arnold, R., Burke, B., James, C., Martin, D., & Thomas, B. (1991). *Educating for a Change.* Toronto, ON: Between the Lines and the Doris Marshall Institute for Education and Action.). We begin with students' own experiences; we look for patterns and common themes; we add new information and theory; the students practice skills, strategize, and plan for action; and they apply in action what they have learned. This leads to a new level of experience, and the spiral continues.

The Spiral Model


5. Apply in action
Practice skills strategize and plan for action 4.
1. Start with the experience of participants
2. Look for patterns
3. Add new information and theory

Another similar model is the "Experiential Learning Cycle" (Kolb, 1985), in which the four stages – which can be repeated indefinitely, since learning is lifelong – are concrete experience, reflective observation, abstract conceptualization, and active experimentation. Experience is one important basis for learning, but it is not the only one. It must be supplemented with reflection and observation, with broader thinking that links it with other experiences and finds patterns, and with experimentation and action, which lead to new experience.

In leadership trainings at the Center for the Child Care Workforce, we also talk about the three critical stages of empowerment:

- coming to awareness;
- engaging in inquiry and analysis; and
- taking action.

We articulate our own stories; we learn to interpret these experiences in the larger context of history and community; and we use that knowledge to identify appropriate steps toward change.

These stages are not merely linear or chronological. As in the two models previously presented, we prefer to view them as a cyclical or spiral process of growth. The division into three stages is actually somewhat artificial. Ideally, all three stages can be part of every meeting, class or workshop: telling about our experience; identifying common problems and barriers; and reaching agreement on some kind of course of action, whether large or small. A student in the class, for example, might want to tell about her experience of high staff turnover at her center, feeling that she can't do her best work when co-workers keep leaving. This could lead to a broader discussion of why turnover is so high in the child care field, and finally to an action plan about making some workplace improvements, using CCW's Model Work Standards, that might reduce turnover by encouraging staff to stay.

Setting ground rules or agreements

We also want to emphasize strongly that *Working for Quality Child Care* is not about trying to intensify conflicts or create adversarial situations – whether between teachers or providers and parents, between staff, or between teachers and administrators. With your help as a trainer, conflicts which already exist can be recognized and

explored – but you should not have to be in a situation where you feel "caught in the middle" or asked to take sides. The end result should be greater harmony and understanding in our working relationships, not less!

Setting a tone of respect and attentiveness in a class is especially important when the group will be talking about personal or sensitive matters. As a new group begins working together, it's helpful to set "agreements" or ground rules about how everyone will conduct themselves and relate to others.

One set of agreements that has worked well in many group settings

Confidentiality. Each member of the group agrees that "what is said here will stay here," so that everyone can trust that it's safe to share personal information, and that nothing they say will be spread to others outside the group.

Respect. Different cultures and individuals define "respect" in different ways. Group members should reflect on their own definitions of how they show respect to others, and agree to do so here.

Personalize wisdom. Participants agree to speak from their own points of view (for example, "I believe....," "I know....," "I think....," or "I'm feeling at the moment...."), rather than making generalized or sweeping statements such as "Everyone knows....," "Nobody ever…," or "We all think...."

Listen attentively. All agree to listen and wait while others are speaking, not to jump in or finish each other's sentences, and to share the group's time fairly.

Value risk-taking and emotional expression. All agree to let each other take risks in what they say, to try out new ideas, and to express whatever feelings come up for them.

The right to "pass." The group allows anyone to "pass" or stay silent when she or he is not ready or inclined to speak on any given issue.

No put-downs. All agree to value everyone's contribution, and to refrain from insulting or slighting each other.

Each member assumes responsibility for the well-being of the whole group. All agree to be mindful of whether the group is working well together, and to do what they can to build harmony and rapport.

Finding our voices, telling our stories

Throughout *Working for Quality Child Care,* you will find a number of activities that provide opportunities to share stories and pose questions for discussion and/or reflection. Storytelling, reflecting, and "finding our voices" can be an effective technique in working with this material, because it calls upon students' ability to articulate their own experiences, to listen to others' stories, and to find patterns, differences, emerging themes, and possible routes to action. The objective is not to ask people to expose private information about themselves, but to show that as we explore the on-the-job realities of working in child care, we all have something to contribute in naming the issues and identifying solutions.

The group should make an effort to allow everyone to speak, but also should let anyone hold back and listen who doesn't feel ready to participate. If you have a large group, break into small groups or pairs for the discussion, both to maximize your time and to help participants feel more comfortable; everyone doesn't have to hear every single story. Small groups can then report back to the larger group about what they've heard.

Keep in mind, too, that not all the stories will necessarily be upbeat, or hopeful, or what we "want to hear." Before a group can find common purpose and a sense of power, it may first have to come to terms with frustration, anger, conflict, even despair.

Your challenge as a trainer will be to encourage students to listen to each other, and to show respect for different points of view. One way to structure the discussions would be to divide the class into pairs or groups of 3-4 students, and to ask them to take turns answering one of the questions for a certain period – say, three to five minutes. While each student is speaking, his/her partner(s) should listen attentively without interrupting, and refrain from rehearsing what they are going to say when their turn comes. Questions, comments, and other discussion about their differences or common ground can come afterward, when everyone has had a chance to speak.

Your role is a particularly important one here, in allowing for the emotional responses that a discussion of our experiences and challenges in child care workplaces can raise. You can help to maintain focus on the group's goals and keep the discussion moving, so that "telling our

stories" doesn't become merely a gripe session, but rather sets the stage for some analysis and action. You can help the group create a larger framework for understanding the issues by identifying common themes in their stories, as well as differences and disagreements.

Finding our voices and telling our stories is an essential first stage of taking action – but it is not the ultimate goal. As one trainer characterizes the process, the point is *"not just telling your story, but putting your story to work."* Each session might end with some kind of discussion of action – simple next steps we all can take. For example, where can each of us go to encourage other teachers and providers to talk about compensation and break the silence on these issues?

As we indicated before with the cyclical and spiral models of learning, awareness should lead to further inquiry; inquiry should lead to action; action should lead to new awareness; and so the cycle continues.

We hope that you will find *Working for Quality Child Care* a valuable addition to the tools you use in early childhood education and training.

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CHAPTER ONE

Working in Child Care Today

The focus of this chapter is to provide an overview of the history of child care in the United States, the current status of the child care workforce, and a basic understanding of the ways in which child care systems have developed very differently in other countries.

Goals for Chapter One

Upon completing this chapter, students should:

- be able to describe the basic history of child care in the United States;
- understand the overall context of the curent status of child care workers;
- know how to find further information about the child care system in their community or state.

The activities in the text of Chapter 1 are designed to encourage studes to discuss and explore:

- their personal backgrounds in entering the child care field;
- their present workplaces,
- the differences and commonalities between center-based child care and family child care;
- their viewpoints about this profession.

The material in the Introduction to this Trainers Guide on "Setting ground rules or agreements" and "Finding our voices, telling our stories" is particularly pertinent here. The tone and depth of the students' discussions about the topics of Chapter 1 could very well set the tone for how openly and freely they will be able to grapple with the material in later chapters, which are focused on identifying possible areas for improvement, and on making change. We have aimed to keep the discussion questions in Chapter 1 open-ended, so that many different responses are possible.

Additional Activities

1. ***Local Research.*** Ask your students to find, with your help, state and/or local information to create an overview of the current situation of the child care workforce in your area. As in Chapter 1 of the text, encourage them to balance any of the more sobering facts, wherever possible, with something that is happening "on the positive side" in the state or community – or something that is happening elsewhere that could serve as a guide for creating change.

CCW's annual publication, *Current Data on Child Care Salaries and Benefits in the United States*, is one possible source of information. Students could also check with child care resource and referral agencies, as well as state or county departments of children's services, family services, education, labor, workforce development, etc. Are there are any initiatives happening in your state, or a nearby state, to make improvements in child care jobs? Students should also identify local and state professional associations that they could join.

2. ***Crossing Bridges.*** If your class includes both center-based and home-based child care providers, try an interviewing activity in connection with Alison Lutton's article, "Crossing Bridges Between Home and Center-Based Care," included in Chapter 1 of the text. Students can try to cross such bridges themselves by discovering their commonalities and differences. Encourage them to develop and use a simple set of interview questions, and then have a group conversation about what they have learned about each other.

Examples of questions: How did you first get into family child care (or center-based care)? Why did you choose this kind of job? Is it your preference, and why? If you work in a child care center, do you have any stereotypes about family child care? If you are a family child care provider, do you have any stereotypes about child care centers? How would you define being a child care "professional"?

If your class contains only center-based teachers, or only family child care providers, the students could be asked to interview a provider or teacher in the community.

3. ***The ABC Child Care Center: A Turnover Story.*** At the back of this Trainer's Guide, you will find an example

of "storytelling" about child care workplace issues that has been used widely with great success, throughout the country. Here are some suggestions for how to use it in your class:

- Read the ABC Story to introduce a discussion of the turnover problem in child care centers. You may also want, as many others have done, to photocopy enlargements of these pages to make an oversized, easy-to-read version of the book. (Children can help decorate or color it, too.)

- Try a group role play in which different people adopt the roles of the various characters in the story, to explore the ways that turnover personally affects teachers, administrators, children and parents. Or role play one of the scenes: for example, when Sonja goes in to talk to the director.

- Ask students, either in small groups or on their own, to write a sequel to the ABC Story. What happens next? Does the situation get worse? Does it get turned around for the better? For example:

➔ What if Sonja enticed Cathy back to her old job?

➔ What if Maria decided to talk to other parents and take their concerns to the Board?

➔ What if Joyce took these turnover problems to the whole staff and asked for their help?

- Students who are ready to talk to others at their programs about how to tackle the turnover problem could try reading the ABC Story at a staff, parent and/or board meeting.

- Family child care providers and school-age staff in your program could be challenged to re-write the ABC story to reflect their lives.

- For another turnover-related activity, encourage your students to read the children's book, When Katie Was Our Teacher/Cuando Katie era nuestra maestra (Brandt, 2000), and to share it with children and co-workers. Students in your class can then discuss what kinds of responses they have received to this book.

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CHAPTER TWO

Working Relationships in Child Care Programs

Before students can work with others to make improvements in the quality of their work environments, we believe that it is essential to focus first on the quality of the interpersonal relationships in the workplace. This chapter examines the various aspects of how adults interact in a child care program: the "climate" among co-workers, the issue of self-esteem, working relationships with parents, respect for diversity, and approaches to decision making.

Goals for Chapter 2

Upon completing this chapter, students should:

- understand the concept of "organizational climate," and have a basic ability to begin assessing and describing the climate in their own workplace;
- be able to reflect on their own self-esteem, as it relates to their work with children and other adults in a child care program;
- possess tools for improving communication with parents in their program;
- have a deeper awareness of racial, class and cultural diversity, and of how to promote respect and fairness in the workplace;
- understand the model of "shared decision making," and how it might be applied in their own child care programs.

The activities included in the text of Chapter 2 are designed to encourage students to discuss and explore:

- their own work climates;
- their relationships with parents and with co-workers;
- their own self-esteem;
- their cultural, class and racial origins, as well as the origins and experiences of fellow students or co-workers.

Additional Activities

*1. **The Work Climate Survey.*** Some students may work in centers that will be receptive to trying Paula Jorde Bloom's work climate survey, found in the text on page 45. If so, this could be one of their major class projects. Alternatively, you might use the questions in the survey for a more general discussion with the class about the climate in their current workplaces. The "Questions for Discussion" on page 43, however, may be a simpler place to begin. Question 2 ("Reflect on your own role in building good working relationships...") could be particularly useful if you have students who are not already working in child care programs.

*2. **Communication with Parents.*** Try an activity that encourages students to explore their working relationships with parents. For example, ask them to: a) share with parents the handout, "Who's Caring for Your Child? Critical Questions for Parents," found in the text on page 63-65; b) discuss the questions in the handout with one or two parents in their program; and c) report the results of these conversations to the class. How well do parents seem to understand what it's like to be a child care worker, or the economic issues that have created a child care staffing crisis in a number of communities?

Alternatively, students could write a brief article for a parent newsletter about turnover, compensation or other issues – or read and discuss the "ABC Child Care Center" story at a parent meeting.

*3. **Respect for Diversity.*** Try the follow-up activities suggested in the text under "Our Origins" (page 52) or "Issues of Diversity in the Workplace" (page 54) – for example, asking students to write about any of these questions, and then to discuss what they have written in pairs or small groups.

*4. **Brainstorming.*** As one introduction to group decision making processes, try a brainstorming exercise with your class, in connection with the brief discussion of "Brainstorming possible solutions" on page 59 of the text. Choose any reasonably challenging (but not too broad) problem that the students can work with, and ask them to let their ideas flow freely. One person can chart the responses on large sheets of paper. The important thing about brainstorming, which students may need help with practicing, is not to cut it off or interrupt it with critiques or judgments (such as, that's impossible; there's

no money for that; I've got the solution already; I've tried that before and it didn't work, etc.). Sometimes, the freedom of the process allows new ideas to emerge that haven't been taken seriously before.

5. Role Plays. For a further exploration of decision making, try putting on a role play of a child care center staff meeting.

One way to make role plays more fun and lively is to assign "roles" in advance to certain people in the group (and not necessarily to all) – giving them brief instructions on an index card that the other class members will not see. For example:

- the "naysayer" ("This hasn't worked in the past, and it won't work now.")
- the "bystander" ("If I ignore this, the fuss will die down and the problem will go away.")
- the "victim" ("Why me? Here comes another problem, and I'm powerless to do anything about it.")
- the "cheerleader" ("This problem is an opportunity to make some positive changes around here.")

Sample Role Play

Roxanne is the director of the Audre Lorde Child Care Center, a nonprofit program serving a diverse group of children. Roxanne is a white woman with a Master's Degree in Early Childhood Education, and 20 years experience in child care as a teacher and director. She has been the director of this center for 6 years. The 15 teaching staff are a diverse group: 5 African American teachers, 1 Asian American teacher, 1 Latina teacher; 7 white teachers, and 1 teacher from India. Their educational level ranges from two early childhood education courses to B.A. degrees. Roxanne has always been an advocate for the staff and has tried to create a good workplace. She likes being a director and is proud of her center. She works very hard to have a high-quality program.

After asking her staff to complete a Work Environment Survey, she has learned that most of the staff are dissatisfied with the staff evaluation process. This process involves a two-hour observation of the teacher's classroom, using the center's evaluation form, and meeting with the staff person to give them feedback. This includes suggesting areas for improvement, and recommending resources or training that would be helpful.

Sample Role Play, continued

But in the survey, many staff have indicated that the evaluation process is too one-way. They do not have an opportunity to do a self-evaluation, and they feel the evaluation form misses some important elements of their jobs. They also want an opportunity to evaluate Roxanne.

Roxanne was surprised by these responses, but she is open to discussing them. She has made the evaluation process the topic of the next staff meeting.

Your task is to "role play" this staff meeting. You or one of the students can play Roxanne – attempting to demonstrate the principles of "shared decision making" that are discussed in Chapter 2. Here are descriptions of four other sample "characters," which could be placed on index cards and given out to different role-players in the class:

Character #1: You are a teacher in the four-year-old classroom. You are dissatisfied with the evaluation process, and you have lots of ideas about what's not working, but not too many ideas about how to improve things. (The "naysayer" – likely to hold on to the idea that nothing is going to change.)

Character #2: You are a toddler teacher who has worked at another center that had a very good evaluation process. You have lots of ideas about how things can be improved, and you are very interested in seeing this center's current process changed. (The "cheerleader" – bubbling with enthusiasm about the possibilities.)

Character #3: You are an infant teacher who has been at this center for two months. You don't know very much about the evaluation process, and aren't very interested in it right now. You are feeling overwhelmed by your new job – such as, how to manage the different eating and sleeping schedules of the children in your group – and tend to complain rather than ask for help. (The "victim" – feeling powerless to change her work situation.)

Character #4: You are a teacher with the three-year-olds, and you are also going to college full-time. You have worked in programs that had excellent evaluation procedures, and you have ideas about how the process should work. But right now, you are most focused on getting your school work done, and are not very interested in spending time on issues at the center. (The "bystander" – ignoring the problem and assuming that others will take care of it.)

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CHAPTER THREE

Your Child Care Work Environment

This chapter focuses on specific workplace policies and practices in child care programs, and how teachers and providers can take part in improving them. The chapter also introduces the "Model Work Standards" for centers and family child care homes, developed by the Center for the Child Care Workforce, which are available separately from CCW.

Goals for Chapter 3

Upon completing this chapter, students should:

- be able to reflect upon and discuss the current employment policies and practices in their workplaces – or know what kinds of policies and practices to look for in a child care job, if they are not currently employed;
- have a basic understanding of the concept of Model Work Standards, and how these might be applied to their workplaces;
- know how to find information about their employment rights under federal and state law.

The activities in the text of Chapter 3 are designed to encourage students to:

- discuss and articulate their visions and aspirations for high-quality child care jobs;
- assess the employment policies and practices in a child care workplace;
- take steps to improve their own work environments.

If possible, you as the trainer might also research and provide information to your students on the specifics of employment laws in your state, and any ways in which they differ from federal laws. Every state has a department of labor, workforce development, or other agency that provides information about state labor laws and standards. In addition, if you are at a college that has a "small business center" or other department providing small business assistance, this could be a resource for legal information. Another source is the U.S. Small Business Administration Web site, at www.sbaonline.sba.gov/services, which can offer guidance on how to find such resources in your state.

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Additional Activities

1. Creating a Collective Vision of Good Child Care Jobs: The Web. In this activity, all participants stand in a circle. One person begins with a ball of yarn; names one aspect of her/his vision for a good child care work environment; and, holding the end of the yarn, tosses the ball to someone else in the circle. This person names a part of her/his vision, holds on to a piece of the yarn, and tosses the ball to some else. Eventually, everyone has contributed to an interconnected web of ideas. Encourage participants to phrase their contribution to the collective vision beginning with the words "I see... " or "In my vision...", rather than "I would like.." (The latter sounds more like wishful thinking than powerful envisioning!) Take time to reflect on the vision that the group has created.

2. Using Props to Represent Ideas. Children are continually showing us their ideas through building constructions, dramatic play, and creations with art materials – and this is also a good strategy to bring to our work with adults. Using props to represent ideas not only helps teachers and providers remember to pay closer attention to how children communicate through materials, but it also helps them to uncover understandings and ideas that may not yet be formed as words in their heads.

Try using props as an opening play activity to get to the topic of Model Work Standards. First, collect a wide assortment of recycled "junk" and collage materials. The objective is to work together in small groups (3 to 5 people) with the props to create a visual representation of your vision of a place you would like to work. These representations can be literal, metaphorical, or a combination of the two. Students could first generate ideas and then look for materials to represent them, or dive right in to explore the materials and see if they suggest ideas or components of the workplace of their dreams.

After completing the representation on a large piece of paper or poster board, students can use markers to label anything that isn't obvious, so that onlookers will understand their thinking. They may even want to give their child care program a name and a motto that reflects their vision.

When the groups are finished, have participants 'tour' each other's work, with each group presenting their vision for the others to reflect upon. You can take this activity further by using the checklists in Chapter 3 about the components of the Model Work Standards and explore how these may relate to the different groups' visions: see whether there is anything missing from the Standards or from their visions.

The outcomes of these representations can be amazing. A good variety of 'junk' really helps; don't even try to imagine how your students will use it when you are collecting it!

(Adapted with permission from Margie Carter and Deb Curtis, Harvest Resources, Seattle, Washington.)

3. Questions to Ask When Looking for a Child Care Job. Most likely, many of your students will be looking for child care jobs, or will have recent job-hunting experience that they can share with others. Ask them to develop a list of the five or six (maximum 10) most important questions to ask – in terms of employment policies and practices – when visiting a potential child care workplace or interviewing for a job. What are the most important things to look for?

4. True Confessions in Four Corners. In this activity, to get students moving and talking about their experiences and points of view, the trainer poses a series of questions and designs four possible answers for them to choose from. Though it may not be immediately obvious, the questions are related to the topic at hand. After an initial round of straightforward choices, we frame a round metaphorically to stretch the participants' thinking and to draw on their own experiences to define the meaning. One caution, however, is to remember that these metaphors may be disempowering for people who are new to English or to the larger American culture, so if this is primarily a group in that category, stick with straightforward answers.

As we state the question, we assign a possible answer for people to choose in each of the four corners of the room. After each participant has moved to a corner, s/he is asked to tell one other person why this corner was chosen. The goal is to say what is true for you to at least one person, rather than to hear what everyone has to say. Depending on the time available, the debriefing process for this activity can be

brief or extensive. Here is a set of questions that are focused on the work environment. The first two are worded differently for center-based staff and family child care providers.

For Center-Based Teaching Staff

1. The thing I like the most about my job is:

- The decision making power I have to shape my own classroom.
- The teamwork and sense of community we have as a staff.
- The amount of appreciation and respect I get from the parents.
- The opportunities I get for learning and professional development.

2. The thing that most makes me want to leave my job is:

- I can't live with the salary or meager benefits.
- I don't have the resources and support I need to do a good job.
- I'm always having to get used to and train new co-workers.
- Problems in our program get ignored or promises don't come to pass.

(Adapted with permission from Margie Carter and Deb Curtis, Harvest Resources, Seattle, Washington.)

For Family Child Care Providers

1. The thing I like most about my job:

- The decision-making power I have to shape my own program..
- The amount of appreciation I get from the families I work with..
- The sense of community and support I feel from my professional colleagues.
- The opportunities I have for learning and professional development.

2. The thing that most makes me want to leave my job:

- I don't have the resources and support I need to do a really good job, the job I want to do.
- I struggle to live on the meager income and/or lack of adequate benefits.
- Long hours and isolation from peers, coupled with the myriad of tasks involved in family child care becomes overwhelming.
- The difficulty keeping my home and my work life separate enough to feel good to me and my family.

(Adapted with permission from Margie Carter and Deb Curtis, Harvest Resources, Seattle, Washington.)

For everyone:

1. When it comes to handling conflict, I'm like a:
   - Fish out of water
   - Beaver
   - Moth
   - Ostrich

2. In describing my workplace, it's like:
   - A zoo
   - A research laboratory
   - A family reunion
   - A mystery novel

3. If there's one song that expresses the changes I want, it sounds like this tune:
   - We are the world, we are the children
   - If I had a hammer, I'd hammer in the morning
   - This land is your land, this land is my land
   - R - E - S -P - E - C- T

(Adapted with permission from Margie Carter and Deb Curtis, Harvest Resources, Seattle, Washington.)

5. Workplace Scenarios and Case Studies. Starting with local workplace problems, rather than immediately taking on the whole child care compensation crisis, can be a source of empowerment-- a way of seeing how a small action can bring about positive changes. For many people, fictional scenarios also feel much safer to discuss at first. Since they're not explicitly about our own personal experience, they can be an easier way of getting into such issues as low wages, high turnover, and how the staffing crisis affects us and the children in our care.

Present the group with a specific dilemma or issue for their analysis – a workplace problem from their own or others' experience. The following are three examples, or the group could supply their own:

• *Changes in work schedule.* You are a teacher who normally works from 6:30 a.m. to 3:30 p.m., with a one-hour unpaid lunch break from noon to 1:00 p.m. Your director comes to you one morning and tells you that the person who typically closes has just resigned. She tells you that beginning tomorrow, until that position is replaced, you will need to work until 5:30 to assure that an experienced staff member

is on at the end of the day. Either you can work a split shift with a longer unpaid break in the middle of the day, or you can start work later and she will adjust other people's morning schedules. As it stands, your eight-hour work day has already been challenging and your break time often doubles as planning time. But your current departure time works for you and your family, since your school-age child gets off the bus at 3:45 and you arrive home just in time to greet him. You don't want this new schedule. What can you do?

• *Payment for training.* You are a teacher in a child care center and have been employed there for three months. Your director wants everyone on the staff to have training in implementing an anti-bias curriculum in the classroom. You are required to go to a training session scheduled on a Saturday and to purchase the book for the class (the class costs $35.00, and the book costs an additional $20.00). You are told that it is your responsibility to cover any costs, and that you will not be paid for the time you spend at the training. How will you handle this situation? (Note: You should be aware that this is an illegal practice – to require employees to attend training without pay. This scenario could be an opportunity to talk with your students about any other employment practices that may be in violation of the law. Check any of the resources listed in Chapter 3 for further legal information.)

• *Policy changes.* The policy in your family child care program is to arrange a substitute provider when you are sick, but in cases when the program must be closed and parents have to find their own alternate care arrangement, they are not billed for your absence. The staffing crisis in your community is making substitute providers increasingly scarce, and your regular sub recently got a job in a child care center. Reflecting on the past year, you realize that too often you have been forced to work when you were sick because you could not risk the loss of income. In addition to yourself, your children have suffered the consequences. You want to change this policy. How will you go about doing it?

In small groups, ask participants to discuss, or write down on paper, how to handle one of these situations. (Alternatively, the small groups can try role-playing different points of view.)

• What is the problem here?

• Who holds the power to change it?

- What could be done?

- What are the steps that you would need to go through?

The small groups can then report back to the larger group, which can compare notes and add suggestions. Write the group's responses on a large sheet of paper, and help the group to divide the various responses into categories.

6. The "Full Cost" of Quality Child Care. The child care system in our country today is largely financed by what parents can afford to pay. Consequently, the cost of child care – or what has become known as the 'market rate' – is largely based on what the industry charges parents, based on what it believes parents can or will pay.

But what if child care teachers and family child care providers were paid what they are worth? What if wages for child care were comparable to others in the community with similar levels of skill, education and experience? What if all child care providers minimally earned a 'self-sufficiency wage' or 'living wage,' as determined by the actual cost of living in their community?

When we begin to answer these questions, we begin to calculate the 'full cost' of good child care, and place a new monetary value on the service we provide. We also build an understanding of why we need a greater investment of public funds into the child care system – because parents alone can't afford this full cost. Low wages are currently 'subsidizing' the child care system, in the form of foregone wages that teachers and providers might receive in another job.

Activity for Family Child Care Providers: Budgeting for the Full Cost of Care

It is not uncommon for a family child care provider to set fees for families at least high enough to meet all her operating expenses. Any money "left over," above and beyond what is needed to pay expenses, is then the provider's income. But in budgeting for "the full cost of care," the provider factors her income into the budget from the beginning, by including in the expense budget a personnel line item for a "salary" based on comparing oneself to others in the community with similar levels of skill, education and experience. An alternative is to include in the personnel line item a figure that minimally reflects a self-sufficiency or living wage, if one has been determined in your community.

At the back of this Trainer's Guide is a "Full Cost of Care" worksheet to help providers determine how much income they need to achieve a fair wage and reasonable benefits, while keeping expenses the same. Following this worksheet, we have developed a hypothetical situation, to help you take providers through the simple steps of filling out the worksheet, along with suggested assignments and discussion questions.

Activity for Center-Based Teachers: Preparing a "Full Cost of Care Invoice"

One way to raise awareness regarding the true cost of child care is to prepare a "full cost of care invoice." This activity was first introduced in a publication by the National Association for the Education of Young Children (Willer, 1990). It has been used during events such as the Week of the Young Child, and Worthy Wage Day, as a way to raise public awareness about what good child care actually costs – not as an attempt to scare parents! It is a way for community and business leaders, policy makers, and parents to learn how expensive child care actually would be if teaching staff were paid a wage commensurate with their education, experience and responsibility.

A sample "Full Cost of Care Invoice," with guidelines and activities for how to prepare one and use it, can be found at the back of this Trainer's Guide.

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CHAPTER FOUR

Leadership and Professional Growth: In Your Workplace and Beyond

Chapter 4 may be particularly challenging to some of your students, especially if they are very new to the child care field. The purpose of this chapter is to help child care teachers and providers recognize their potential for leadership, advocacy, and growth –knowing that this can take many forms, and can develop gradually over a long period of time.

Goals for Chapter 4

Upon completing this chapter, students should:

- be able to define "leadership" and "advocacy";
- see and appreciate their own potential as leaders and advocates;
- have several concrete ideas about what they can do to practice their leadership and advocacy skills.

The activities in the text of Chapter 4 are designed to encourage students to:

- reflect on their own strengths and challenges as leaders and advocates;
- make choices and commitments about working with others to improve job conditions in the child care profession.

Additional Activities

1. Props and Display Panels. Many local Worthy Wage groups and other child care activists have found ways of "representing" their stories and making them concrete in the form of props, tools and other objects that reflect their work with children. Ask the group to brainstorm about things they could take back to their jobs, or to an event or action, that could help them articulate their experiences. If they had to use a slogan or one-liner on a sign-board to describe their situation as a child care teacher or provider to a total stranger, what would it be? How about creating new lyrics to a familiar song or reinventing a familiar tale as a 'worthy wage' story? An illustrated storybook, similar to the *ABC Story* found in the Appendix, could be created as a prop to use in advocacy efforts and public education campaigns. Skits and puppet shows have also been used to dramatize the child care staffing crisis.

Display panels: A number of Worthy Wage groups, child care worker leadership classes and others have made display panels about themselves that they take to conferences, workshops, rallies and other gatherings. Large panels with photographs and captions can be a very effective way to document and describe a group's history, goals and achievements to the wider community. Consider, for example, making a display panel with your class that would communicate to the general public some of the complexities and realities of working in child care. For more ideas, see *Spreading the News*, by Margie Carter and Deb Curtis, a resource guide for creating display panels to document our work, listed below under "References and Further Reading."

Other props: Some local groups have made stuffed dolls to take to demonstrations, parades or lobbying events. The dolls typically carry slogans about the child care staffing crisis or share the facts. A recent CCW prop is a plastic key-shaped key chain, given away at conferences, reading "Worthy wages are the key to quality child care." Others have passed out bags of peanuts at public events – or even dressed up in giant peanut costumes – saying, "We can't work for peanuts." Still others have printed up ten-dollar "play money" bills with local Worthy Wage Campaign information on the back, to pass out in public along with requests to donate "real money for worthy wages."

For more ideas, see the annual Worthy Wage Action Packet produced by the Center for the Child Care Workforce, listed in the references.

*2. **Ready or Not, Here We Come.*** Show your class the 20-minute video, *Ready or Not Here We Come: Voices of Child Care Workers*, produced by the Philadelphia-area Worthy Wage Campaign. Here are a few suggested discussion questions:

- How does the level of your earnings (wages plus benefits) affect you personally?
- Are parents at your workplace aware of the level of your earnings?
- How might parents (and others) become allies in helping to improve compensation for child care teachers and providers?
- Do you feel hopeful about the possibility of change in our profession? Why or why not?
- The child care workers' campaign in Philadelphia used the symbol of shoelaces, saying, "We can't afford to work on a shoestring." Are there any symbols you can think of, to represent your work?
- Is there a Worthy Wage Campaign in your community or state? Is there a union in your community or state that has organized child care workers? Have you joined the Worthy Wage Network, organized by the Center for the Child Care Workforce?

*3. **Advocacy Skills.*** Discuss with your class the "case study" of a child care staff meeting, found in Chapter 4 of the text. Ask, for example:

- Have you used your communication skills, guidance skills, etc., in areas other than directly with children?
- How might these skills transfer to working as a child care advocate and leader?

*4. **The Power to Create Change.*** Allow students to name the powerlessness they may feel in their work environment and to experience and touch upon the power they do have as individuals and as a group by asking them to:

- Find one or several objects in their pockets, purses, backpacks, or in the training room that represents or symbolizes one's lack of power to make change in their child care program.

- Find one or several objects in their pockets, purses, backpacks or in the training room that represents or symbolizes one's power to make change in their child care program.

- Ask staff to put their power objects together to find a collective power base.

Note: In some cases, child care teachers actually do not have any power in their programs or in their classrooms and it's important to take people seriously in this area. It is equally important to help staff see that the success of improving a child care work environment depends on their ability to see positive action as a result of their engagement in the process.

*5. **Developmental Stages.*** Try also discussing with your class the "Developmental Steps" in becoming a leader or activist. You might tie this in with the discussion questions in Chapter 4 about recalling a time when you took action, and "internal barriers." Ask students to reflect on what these experiences tell them about the "developmental stage" where they were at that time?

*6. **Interviews.*** Ask students to interview a leader or activist in the community. (This could be someone they know – even a friend or relative – or a more public figure.) Interview questions could include:

- Do you think of yourself as a leader? How did you become one? Did someone or something teach or inspire you?

- Are you involved in some kind of social movement or action? If so, how did it begin? How did it grow and become stronger? How did leadership evolve?

As a group, the students could then look at these interviews and discuss what lessons they can draw from the examples of these leaders.

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Suggestions for Using *Working for Quality Child Care:*

College Courses. *Working for Quality Child Care* can be used in a number of ways in college courses in an early childhood curriculum. Following are some suggestions:

- Early Childhood Leadership Courses. In some communities, courses have been developed specifically to teach leadership and advocacy skills to early childhood professionals. *Working for Quality Child Care* works well as a basic text for this type of course, supplemented by information on the local community and state. Following is an example of an outline for an early childhood leadership course.

- Early Childhood Administration Courses – Center Based and Family Child Care. *Working for Quality Child Care* provides information about the elements of a good work environment for adults and how to involve staff in creating positive changes in their program and how to advocate for additional resources to make improvements.

- Introduction to Early Childhood Courses. *Working for Quality Child Care* helps students who are new to the field understand our child care system, the benefits and challenges of being an early childhood professional and the issues that will affect them directly in their work with children. It introduces advocacy as part of the role of being an early childhood professional.

Trainings and advocacy efforts. *Working for Quality Child* Care can also be used in community training or advocacy to improve child care jobs. Following are some examples:

- In-service training. A series of leadership and advocacy trainings based on *Working for Quality Child Care* could be designed and offered through a Resource & Referral agency or other community group that provides training for child care staff.

- Leadership Circles. Some communities have formed Leadership Circles. These are small groups of people (6-8) who are working on advocacy projects in their communities and

meet on a regular basis to share ideas and give support. Sections of *Working for Quality Child Care* can be used to inspire new ideas and strategies for local efforts to improve child care jobs.

- Worthy Wage Campaigns or other advocacy groups. In communities where there is a group dedicated to improving the wages and working conditions of child care teachers and providers, *Working for Quality Child Care* can provide concrete suggestions for improving jobs and stimulate discussion of issues that impact our ability to be successful in our efforts.

Leadership in Early Childhood Education Community College Course - Sample Outline

Course Description

This course facilitates and guides the development of early childhood professionals who will be able to take leadership roles in improving early childhood services. The content will explore the principles of social change, the skills and characteristics of effective leaders, and the techniques of action research. Students will also examine the connections between good early childhood experiences and the education and work environments of the adults; child care funding mechanisms and quality initiatives; key issues in offering quality child care; and, current initiatives for improvements. The focus will be on improving child care at the community level.

Objectives

- Identify key issues in child care.
- Develop analytic skills necessary to understand the causes of problems in the child care

system and to evaluate solutions.

- Understand the influence of race, class and gender on child care issues.
- Develop and demonstrate skills to communicate child care issues to decision makers. Skills include public speaking, letter writing, telephone and email contacts and presentations.
- Develop relationships with community leaders and allies.
- Develop and demonstrate the ability to identify an issue and create a strategic plan to address the issue.
- Develop and demonstrate attitudes that will enable students to become leaders.
- Understand that working in the early childhood profession include opportunities to become a leader and an advocate for themselves and children.
- Identify the barriers and supports for teachers and providers developing as leaders and advocates.

Topics:

Session 1
I am a leader, I make a difference.

Session 2
Gaining respect and dignity for teaching young children.

Session 3
Key issues in child care.

Session 4

Quality child care: Adult environment.
Session 5
Lifting the lid on child care wages: The economics of child care.

Session 6
Teacher/provider education: Access and support.

Session 7:
Making the case for education and compensation.

Session 8:
Advocacy.

Session 9:
Quality child care: Rating and regulating.

Section 10:
Child care subsidy: Helping parents pay for child care.

Session 11:
Child care funding.

Session 12:
Quality child care: Children's environment.

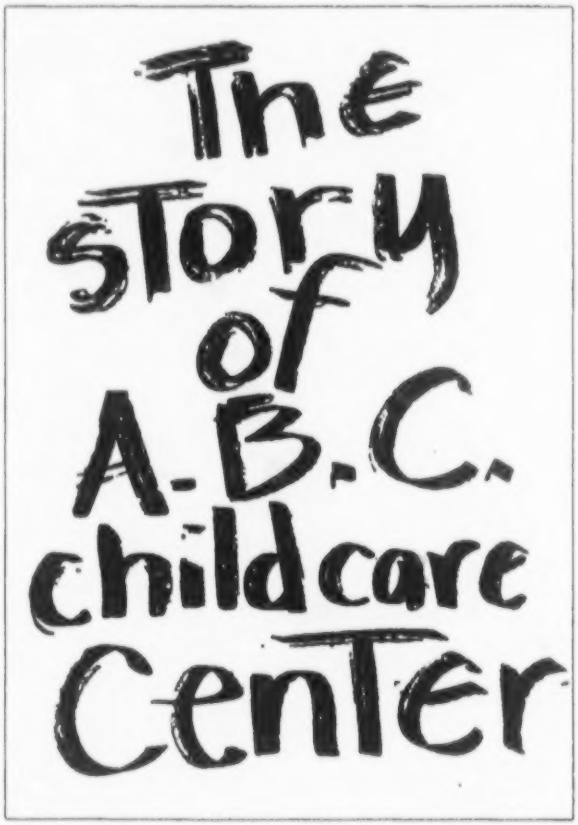
Session 13:
Allies for change.

Session 14:
Implementing workplace/workforce improvements.

Session 15:
I make a difference: I am a leader.
New understandings and new challenges.

The ABC Child Care Center: A Turnover Story

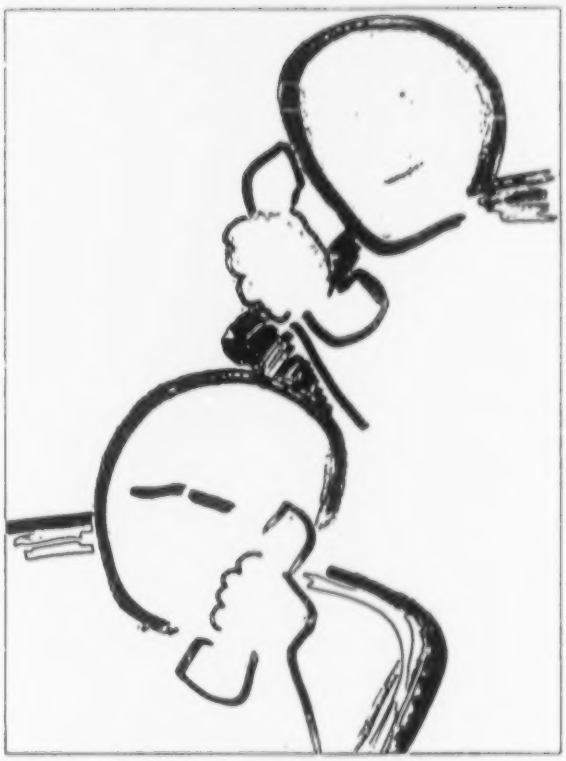
This story was written in 1992 for the Worthy Wage Campaign by the Seattle-based early childhood trainers and advocates Margie Carter and Deb Curtis. Since that time, it has been used in hundreds of training sessions and advocacy meetings around the country. We reprint it here with the authors' permission because it captures so many of the issues involved in "taking on turnover" in child care centers.



Artsit/ Illustrator: Joan Newcomb

Once upon a time—it could have been yesterday or today—ABC Child Care Center served families with children from six weeks to five years old. ABC Child Care is a happy, loving place where people have worked hard to create a family environment. Three years ago, the program became accredited by the National Association for the Education of Young Children.

This is Cathy. She used to work at ABC Child Care, but left three months ago to work as a parking lot attendant for $12.00 an hour. Cathy is still friends with people at ABC. She didn't want to leave. She loved working with children and even took some child development classes to get better at it.



Here is Cathy on the phone to Sonja, a teacher who still works at ABC.

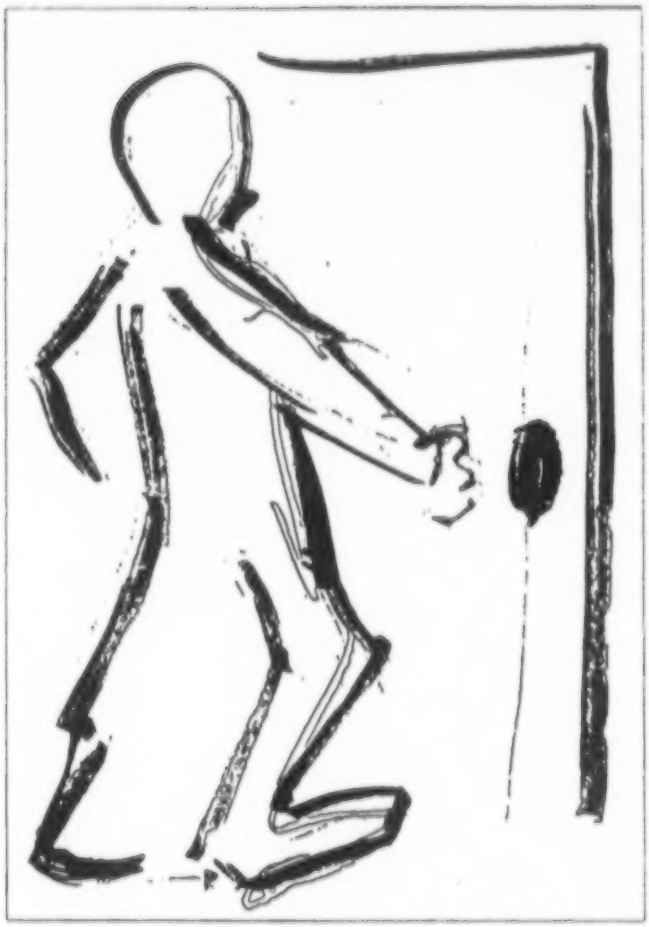
"Sonja, I really miss the kids."

"They really miss you too. Casaundra asks about you every day."

"Oh, don't tell me that. I feel so bad. My new job is really boring. It doesn't challenge me at all. Here, if I make a mistake, the only harm that's done is money lost on a parking stall.

"But I make so much more money that I'm getting all my bills paid off. You know what? They're going to be hiring again. I told my boss I knew someone who might want the job.

"What do you think?"



Sonja is torn, but knows she can't resist this offer. She's already had to train two people since Cathy left. Sonja is exhausted, frustrated and having a harder and harder time stretching her pay check to make ends meet. She goes to Joyce, the director, to tell her she's leaving for a better-paying job.

Ted is Sonja's co-teacher. He is an enthusiastic, bright young man who thought it would be fun to work with kids. Ted has no background in child development or experience juggling the multitude of tasks involved in running a classroom.

He's alone in the room right now while Sonja is off talking to the director. It's hard for him when his co-teacher leaves, even for a few minutes. Both he and the children depend on her a great deal.

See Joyce, the director of ABC Child Care, with her head in her hands. See the tears in her eyes. See the scream forming inside her. See all the names crossed off her substitute teacher list.

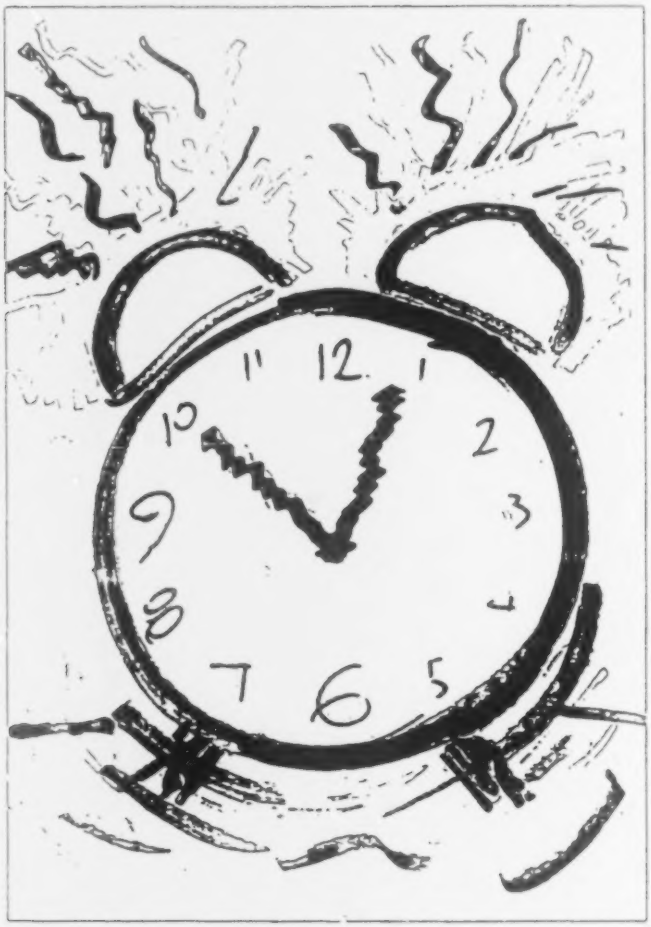
In the last six months, Joyce has had to find four new teachers. How will she ever be able to reassure the parents in Sonja's room, now that Sonja is leaving?

Here is Maria, who has two children: Malcolm, eight months old, and Casaundra, age four. Maria was glad to find ABC. It seemed just right for her family's needs. But one month after she enrolled her children, one of Malcolm's caregivers left. Then Casaundra's favorite teacher, Cathy, left.

Maria has a lot of stress on her job, and her children have started waking her up several times during the night. But who can she talk to about her concerns for her children? She had just begun to confide in Cathy, and now Cathy is gone.

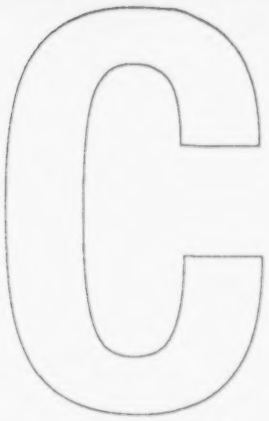
Casaundra has learned to write her name. Ever day she works at the art table making pictures with hearts. She always asks Ted or Sonja to help her write "TO CATHY" on her hearts. Today she is making a picture for Sonja too.

Malcolm is in the infant room. He cries a lot more than he used to. He's driving his new caregiver crazy.



There is no end to this story. It is repeating itself over and over again in child care centers all across our country. This is a story that needs to be told in all kinds of settings, to all kinds of people. It is not a naptime story.

Telling this story must wake people up before it is too late.



Full Cost of Care Worksheet: - Family Child Care

Achieving a Fair Wage and Reasonable Benefits in Family Child Care

The cost of family child care to parents or government sponsors is typically "subsidized" by providers in the form of foregone wages they would earn in a comparable job. The full cost of family child care would include all of a provider's expenses, as well as an equitable wage and fringe benefits for the provider. To calculate a fair wage, follow these steps:

A.1	Current Total Gross Receipts or Income *Using your most recent tax returns, this figure corresponds to IRS Schedule C, line 1. It reflects total income from parent fees and any other child care subsidies, including food program reimbursements and other sources of income.*	$_____
A.2	Subtract expenses: *Expenses deducted on IRS Schedule C. These are the yearly out-of-pocket costs of providing family child care that are legally deductible (typically 25-35% of income)*	$_____
	Direct Expenses for Business Use of the Home. *This figure is calculated on IRS form 8829.*	$_____
	Total Expenses	$_____
A.3	Current Net Yearly Income *Subtract A.2 from A.1. This figure includes the amount*	$_____

Section B: How much more income would you need to achieve a fair wage and reasonable benefits while keeping your expenses the same?

B.1	Estimate a fair yearly salary for your child care services. *Consider another job you might hold in the community. Take into consideration your education and experience, as well as the cost of living in your community.*	$_____
B.2	Add 25% of line B.1 for fringe benefits. *Includes vacation, sick, and holiday pay; health insurance; retirement; and Social Security. 10% of this amount would go to meet Model Work Standard 1.15, (retirement savings), at the high-quality level.*	$_____
B.3	Full Cost of Quality" Income *Add B.1 and B.2.*	$_____
B.4	The difference between line **B.3** and **A.3** *Subtract A.3 from B.3. This is the amount you need to add to your current income to achieve a fair wage and reasonable benefits. This figure reflects your "foregone earnings" -- the amount at which your current low earnings "subsidize" the family child care business.*	$_____

Section C: How can you work toward achieving this "Full Cost of Quality" income, as estimated in line B.3?

You can take steps to decrease the gap between what you earn now and what you deserve. The following are some possible strategies:

- Develop a five-year (or more) plan to steadily increase your rates.

  If you are working on a multi-year plan to increase your income, adjust your figures yearly for inflation. Remember that if you increase your expenses, you will need to increase your rates accordingly in order to maintain your advances in salary and benefits.

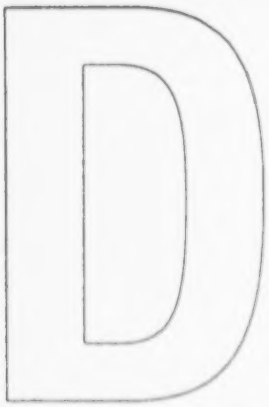
- Add paid vacation, sick, personal and professional development days with each contract renewal with parents.

- Decrease your expenses through such activities as:
  - bartering arrangements
  - volunteers
  - fundraising for program needs
  - sharing expenses, equipment and services with other providers.

- Supplement your income with grants and higher-tier reimbursements. (Higher reimbursement rates are available in some states for providers who have demonstrated higher quality through National Association for Family Child Care (NAFCC) accreditation or achieving the Child Development Associate (CDA) credential.

- Become an advocate in your community for the support and resources that quality family child care needs.

- Explore other ideas with colleagues in your support group. List here:



Activity for Family Child Care Providers: Budgeting for the Full Cost of Care

You can use this hypothetical situation, or create one of your own that more accurately reflects the community of providers with whom you are working. There is great variation in what providers charge for their services across the country, across communities in a given geographic area, and even within communities. This example is provided only to help you take students through the steps.

Situation: A family child care provider in a Midwest community cares for six children full-time, five days a week. She works 52 weeks/year and is open from 7:00 a.m. to 6:00 p.m. She receives a payment of $120/week each for five of the children; the sixth child is her own. The provider also has a school-age child who joins the group at 3:30 p.m. each day. She would fill out the "Full Cost of Care Worksheet" as follows:

Note: It may work better for the group you are working with, to design the situation with them in terms of hours of operation, how much per week, how many children, etc. instead of using this one. Keep it simple, however, so you can easily work through the calculations.

<u>Section A - Current Net Income</u>

A-1.	Current Total Gross Receipts or Income	
	5 x $120 = $600 x 52 weeks/yr = $31,200	
	+ $2,800 Food Program annual reimbursement	
	Total Gross: $31,200 + $2,800	$33,000

Less Expenses:

A-2	Legally deductible expenses (*in this example,* estimated at 30% of the Gross - 30% of $33,000 = 9,900	

	Direct expenses for business use of the home (in this example, estimated at 10% of Gross) 10% of $33,000 = $3,300	
	Total Expenses: $9,900 + $3,300	$13,200
A-3	Current Net Annual Income (taxable income) $33,000 - $13,200	$19,800

Discussion Questions:

- This provider works 55 hours per week with children. How many additional hours do you think this provider might work in job-related activities outside of these 55 hours? Doing what? Considering all the time spent in her job, what is her hourly wage? Calculate: $19,800 divided by (number of hours/wk x 52)

- Would you consider this a fair wage? Why or why not?

Assignment:

- Using your last year's tax forms, calculate your net income. (This information would be for your personal use only, but it could be useful in developing a plan to improve your own earnings.)

- Develop a job description for yourself, detailing the tasks, responsibilities and roles you assume.

<u>Section B - How much more income would you need to achieve a fair wage?</u>

This section asks the provider to estimate a fair yearly salary for her child care services, and add to that amount 25% for fringe benefits to reflect the full cost of quality. The difference between that amount and the Current Net Income calculated above is the amount she would need to add to her income to achieve a fair wage with reasonable benefits. This difference reflects the provider's 'foregone earnings.'

Discussion Questions:

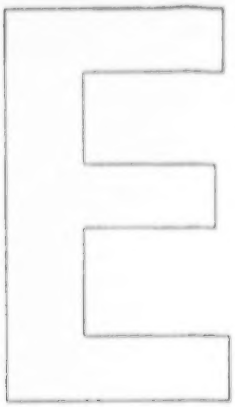
- What do you think should be factored into this figure? (level of education? years of experience? level of responsibility the job requires? etc.)

- What do you know about what others in the community earn? For example, bank tellers, hairdressers, and others you know.

- If you were to compare your job to others in the community, which ones would you choose? Why?

Assignment (extra credit):

- Returning to our example, the self-sufficiency standard for a family of four (two adults, one pre-schooler, and one school-ager) in this community has been established at $11.28/hour per adult. If we used this figure to calculate an annual salary at 55 hours/week, this amount would be about $32,250. Let's imagine the provider wanted to earn that amount as her Net Income. How much more would she have to charge for each child in care?



Full Cost of Care Invoice

Full Cost of Care Invoice: Center-Based Child Care

INVOICE NO. ___

Sold to:

Date: _____

_____

_____

_____

Please remit to: Child Care Teaching Staff at:

Date Served	Description of Service	Number Served	Unit Price	TOTAL
Year_____	Quality Child Care	_____Children	$_____ more per child to pay a worthy wage	$_____

To calculate, please see Activity in Appendix F.

Activity for Center-Based Teachers: Preparing a Full Cost of Care Invoice

Prepare this "invoice" as a group activity with your students by presenting a hypothetical child care center. An alternative is to use an actual center situation that a student is willing to share with the group.

Step 1. Calculate the cost of high quality care per year if staff are paid a 'worthy wage.' One way to do this is to list all staff positions and assign them an annual salary, based on what people with comparable education, experience and responsibility in your community earn and, calculate the average wage. This is not, of course, an easy task, but could lead to interesting discussions, and possibly some research on wages in the community!

For the purpose of this demonstration, however, and to make the task simpler, you could choose one figure as the average hourly wage. For example, if your community has determined a 'living wage' or self-sufficiency' wage, you could choose the wage needed to sustain a family (because many child care teachers are supporting families). Another choice is to use a figure that reflects the average wage of the female civilian labor force in your state, a figure that is available by calling your state department of labor or workforce development. Finally, you could choose to use the starting wage of a public school teacher to calculate an hourly wage, recognizing that not all child care staff would be at that level of education, but most likely they are working more weeks per year, and also bring experience and training to their jobs.

Step 2. Once you have that figure, calculate the total number of paid teaching hours per year at the average current wage. In a hypothetical situation, use the average child care teacher's wage in your community or state; if this figure is not available, use a national average.* This figure, when subtracted from the first figure, equals the amount this program is "subsidizing" child care through low wages.

*The Center for the Child Care Workforce produces an annually updated report entitled: *"Current Data on Child Care Salaries and Benefits in the United States,"* which identi-

fies average wages by state, as well as a national overview.

Example: XYZ Child Care Center has 50 children who attend full-time. The average wage of all teaching staff (including assistants) is $7.50/hour. The average wage of all teaching staff, if they were paid comparably to others in the community or the community's living wage, is $13.00/hour. There are 420 paid teaching hours per week, and the center operates 52 weeks per year.

Calculations:
420 x 52 = 21,840 hours/year.
21,840 hours x $13.00 = $283,920
21,840 hours x $7.50 = 163,800
The difference is $120,120.
The per-child subsidy per year is $120,120 divided by 50 = $2,402.40

Emphasize with students that this figure only represents foregone wages. It does not calculate forgone benefits such as health insurance, retirement plans, paid sick and vacation leave, etc. that many other workers in the community take for granted as part of their jobs. Nor does it reflect the resources that the program did without in order to meet current payroll. According to some, the cost of care to parents would need to nearly double in order to achieve the full cost of quality.

Step 3. Once you make your calculation, fill out the invoice.

Discussion:

- How could you use an invoice like this as a public awareness tool in your own center or in the community? Who would you personally like to see receive this information, and why?

Good child care for children depends on good child care jobs for adults.

This Trainer's Guide, a companion to Working for Quality Child Care, is designed to help you support and guide your students as they begin their first child care job, or as they face the daily challenges of the job they already have. In this Guide you will find background material for each chapter of Working for Quality Child Care, including:

- learning goals;
- additional discussion questions and activities, suggested assignments, and ways to reflect on this material;
- resource lists for further reading.

Just as we encourage child care teachers and providers to recognize the vital role they play in helping to reverse our child care staffing crisis, we look to you to see yourself as more than a trainer, but as an agent of change as well. You can offer students a context and a vision for their work — a vision that can serve and inspire them throughout their careers.

"As a trainer, I look for materials that will help my students interact not only with the ideas in the text but with the ideas of their fellow students. *Working for Quality Child Care* is just such a book. It presents an important knowledge base in an authoritative style, encouraging both reflection and action. I was delighted to find this resource as we began planning a leadership training program in my state. Most works on leadership lean towards the dry and pedantic — but students and trainers alike will find this book a practical, valuable approach to supporting real change and growth in child care practitioners."

Carol Gestwicki, Early Childhood Instructor, *Central Piedmont Community College, Charlotte, N.C.*

"The Center for the Child Care Workforce is uniquely responsible for having put the critical issue of caregiver compensation on the map. Thanks to the Center's efforts, policymakers and parents alike now realize that taking care of young children requires taking care of their child care providers."

— **Deborah Phillips**, *Director, Study on Integrating the Science of Early Child Development, Washington, DC.*

"The Center for the Child Care Workforce has been a strong and consistent voice for over a decade to ensure that the public and policy makers understand that adequate compensation must be the cornerstone of any efforts to improve the quality of child care."

Helen Blank, *Director of Child Care, Children's Defense Fund, Washington, DC.*

"If it weren't for the Center for the Child Care Workforce, child care workers would not have a voice at all in the United States."

Margaret Bover, *Executive Director, Alliance for Early Childhood Professionals, Minneapolis, Minn.*

DAN BELLM has co-authored *Taking On Turnover: An Action Guide for Child Care Center Teachers and Directors*, *The Early Childhood Mentoring Curriculum*, *Making Work Pay in the Child Care Industry*, and many other training resources for the child care profession. He is Senior Writer/Editor for the Center for the Child Care Workforce.

PEGGY HAACK assisted in the development and writing of *Creating Better Child Care Jobs: Model Work Standards for Teaching Staff in Center-Based Child Care*, and *Creating Better Family Child Care Jobs: Model Work Standards*. She works with children as a family child care provider, and also serves as Coordinator of Resources and Training for the Center for the Child Care Workforce.

The Center for the Child Care Workforce
Washington, DC

$10.00 USA

ISBN 1-889956-24-4